

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2014-2015 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: International Academy of Trenton Charter School	School: International Academy of Trenton Charter School
Chief School Administrator: Anthony Degatano, Ed.D.	Address: 720 Bellevue Avenue Trenton, New Jersey 08618
Chief School Administrator's E-mail: adegatano@sabis.net	Grade Levels: K-3
Title I Contact: Michael Powell, Grants Coordinator	Principal: Anthony Degatano, Ed.D.
Title I Contact E-mail: mpowell@sabis.net	Principal's E-mail: adegatano@sabis.net
Title I Contact Phone Number: 810.471.7850	Principal's Phone Number: 609.759.2007

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Anthony Degatano, Ed.D.
Principal's Name

Principal's Signature

 / / 2015
Date

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had 2 (number) of stakeholder engagement meetings.
- State/local funds comprised 0% of the school's budget in 2013-2014.
- State/local funds will comprise 100% of the school's budget in 2014-2015.
- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
7 Title I HQ Paraprofessionals: push-in model	#3a English Language Arts Literacy (CCSS) #3b Mathematics (CCSS) #3c Science (CCSS) #3d Social Studies (CCSS)	Closing the Achievement Gap	100-100	\$184,399
2 Title I HQ Intensives Teachers in math and English language arts: push-in/ pull-out model	#3a English Language Arts Literacy (CCSS) #3b Mathematics (CCSS) #3c Science (CCSS) #3d Social Studies (CCSS) #5a English Language Arts Literacy (PD) #5b Mathematics (PD)	Closing the Achievement Gap	100-100	\$57,450
Online instructional tools (license and professional development):	#3a English Language	Closing the Achievement Gap	100-300	\$18,206

SCHOOLWIDE SUMMARY INFORMATION

Study Island \$3673 Read Naturally \$7253 Renaissance Learning – Accelerated Reader \$7280	Arts Literacy (CCSS) #3b Mathematics (CCSS) #3c Science (CCSS) #3d Social Studies (CCSS) #5a English Language Arts Literacy (PD) #5b Mathematics (PD)			

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): *“The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Anthony Degatano	Director	√	√	n/a	On file
Michael Powell	Grants Coordinator	√	√	n/a	On file
Brianne Steakelum	Academic Quality Controller	√	√	n/a	On file
Kacey Weber	English Language Arts Teacher/ Title I Grants Coordinator	√	√	n/a	On file
Ms. Dockery	Parent	√	√	n/a	On file
Shirley Hicks	Grandparent	√	√	n/a	On file
Denna Watson	Parent	√	√	n/a	On file
Trudy Dockery	Parent	√	√	n/a	On file
Shontisha Haynes	Paraprofessional	√	√	n/a	On file

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
01/06/ 2015	School	Needs Assessment	Yes		Yes	
02/25/2015	School	Plan Development	Yes		Yes	
Not applicable. 1 st year school opening in September 2014.		Program Evaluation				

*Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

International Academy of Trenton will be a provider of top-quality education to a highly diverse student body. We will prepare all students for success in college, equip them with the ability and desire for lifelong learning, and strengthen their civic, ethical, and moral values. We will maintain high standards of efficiency and accountability throughout its operation.

International Academy of Trenton Charter School students will show mastery of a rigorous, international, college-preparatory curriculum delivered through proven, research-based instruction. Students will develop positive values and social behaviors through a nurturing school climate and student culture activities.

SCHOOLWIDE COMPONENT: EVALUATION

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2013-2014 Schoolwide Program

(For schools approved to operate a schoolwide program prior to 2014-2015)

Note: IATrenton opened in September 2014. Evaluation pp. 8-13 is not applicable.

1. Did the school implement the program as planned?
2. What were the strengths of the implementation process?
3. What implementation challenges and barriers did the school encounter?
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)
9. How did the school structure the interventions?
10. How frequently did students receive instructional interventions?
11. What technologies did the school use to support the program?
12. Did the technology contribute to the success of the program, and if so, how?

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2012-2013	2013-2014	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2012-2013	2013-2014	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Interventions and Strategies

Interventions to Increase Student Achievement Implemented in 2013-2014

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
	ELA			
	Mathematics			
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

Extended Day/Year Interventions Implemented in 2013-2014 to Address Academic Deficiencies

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
	ELA			
	Mathematics			
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Interventions and Strategies

Professional Development Implemented in 2013-2014

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
	ELA			
	Mathematics			
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

Family and Community Engagement Implemented in 2013-2014

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
	ELA			
	Mathematics			
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name

Principal's Signature

Date

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . . ”

2014-2015 Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Local SABIS AMS assessment (Academic Monitoring System, STAR Reading Test)	<p>Reading and Writing Combined</p> <p><u>By Grade:</u> 1st Grade- 75% of 1st grade is passing, 26 students are failing English Language Arts 2nd Grade- 78% of 2nd grade is passing, 14 students are failing English Language Arts 3rd Grade-64% of 3rd grade is passing, 30 students are failing English Language Arts</p> <p><u>School Wide:</u> 72% of the students are passing English Language arts, 70 individuals are failing</p>
Academic Achievement - Writing	Local SABIS AMS assessment	(Included above, combined with reading)
Academic Achievement - Mathematics	Local SABIS AMS assessment	<p><u>By Grade:</u> 1st Grade- 87% of 1st grade is passing, 5 students are failing Mathematics 2nd Grade- 80% of 2nd grade is passing, 11 students are failing Mathematics 3rd Grade- 79% of 3rd grade is passing, 8 students are failing Mathematics</p> <p><u>School Wide:</u> 82% of the students are passing Mathematics, 24 individuals are failing</p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Family and Community Engagement	Parent surveys	Parent perception surveys are in progress.
Professional Development		Pre-opening staff orientation including curriculum and pacing, assessments, Renaissance Learning STAR and Accelerated Reader training, trauma, crisis training and behavioral management.
Homeless	Teacher referrals	
Students with Disabilities	IEPs, teacher referral, SABIS AMS testing, Previous School Records, Parent conferences/referrals, study team (if needed) evaluation	<u>Students Currently in Self- Contained</u> Kindergarten= 4 Student 1 st grade= 1 student 2 nd grade= 2 students 3 rd grade=3 students <u>Students Currently in Pull Out Resource/ Pull Out Replacement</u> 2 nd grade=2 students 3 rd grade= 5 students <u>Students in the process of being evaluated</u> Kindergarten=1 student 1 st grade= 2 students 2 nd grade= 2 students
English Language Learners	Home Language Survey, WIDA testing, Past School Records	<u>Kindergarten</u> 9 Students receiving services <u>1st Grade</u> 2 Students receiving services <u>2nd Grade</u> 3 Students receiving services <u>3rd Grade</u> 1 Student receiving services

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Note: Spanish is the native language or primary language spoken in the home for all student currently identified for services.
Economically Disadvantaged	Family Income Forms	<u>Free Lunch</u> Total number of students=354 307 students qualify for free lunch 26 students qualify for reduced lunch
School Climate and Culture	Online perception surveys of all stakeholder groups	In progress
Leadership		
School-Based Youth Services		

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process

Narrative

1. What process did the school use to conduct its needs assessment?

Upon initial review of the collected data from our first and current school year, the academic support team and Title 1 Coordinators began discussing the primary needs. Additional guidance, analysis, and input from the Title 1 committee, representative of all stakeholders, helped to conclude and solidify the top primary needs of the school.

2. What process did the school use to collect and compile data for student subgroups?

The schoolwide planning team calculated the proficiency scores across an array of different academic categories. IA Trenton utilizes both internal and external measurements to monitor student academic and non-academic progress and follows a detailed breakdown of academic and non-academic goals and objectives. This assessment program involves weekly tests, as well as tests at the end of Terms 1 and 2, and end-of-year final exams in Term 3, for all subjects and all grades. We compiled current (our first school year) proficiency and mastery outcomes based on assessment results by grade, achievement level, and grouping level for each of the core subjects of English language arts, mathematics, science and social studies.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?¹

The assessments used in the needs assessment process come directly from data that is summarized to use for either formative or summative purposes. Interim (internal weekly and periodic ESP-developed) assessments are used in a formative manner to gauge student learning and modify instruction. Formative purposes are to modify the Educational Program, improve instruction, impact student learning, and determine staff development. Summative purposes give grade-making decisions about promotion and graduation. Thus, these assessments are formal, carefully monitored by the Academic Controller, and are used in determining the academic levels of our Academy. In addition to the NJ state assessments, the school administers diagnostic tests in English and math at the beginning of an academic year. Tests include: STAR Reading, mastery of essential concepts after class completion, practice tests for state-mandated tests, and Accelerated Reader® Program Tests. Again, the formality and constant monitoring of such assessments helps suggest the validity of the gathered data and its usage for supporting a needs assessment.

¹ Definitions taken from Understanding Research Methods” by Mildred Patten

Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

4. What did the data analysis reveal regarding classroom instruction?

The data revealed that students have come to our Academy below grade level. We will aim to see significant improvement with each year to come. Students who do not demonstrate mastery receive additional assistance to address the particular learning gaps. Concepts that are not learned are re-taught and re-tested, especially the essential concepts. Student progress is followed continuously and extra support is provided when needed. In contrast, a summative use of assessment results is done by staff when they come to a final decision about a student's grade, score, or promotion to another level of learning. Students who demonstrate mastery of the particular skills and knowledge tested move along with the curriculum.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

International Academy of Trenton Charter School opened in September 2014. It is managed by SABIS® Educational Systems, Inc. Prior to the start of school, SABIS® academic team led ten days of professional development including: a overview of the SABIS® model including the program's mission and philosophy. Also, staff training included an introduction to the key elements of the SABIS® program including: classroom management, curriculum and pacing, student assessment, and data analysis using the online student data management system. Additional professional development in the fall included: Training on our formal assessment (STAR) and our Accelerated Reader, trauma, crisis management, and behavioral/trauma management. Future professional development will need to include: Training on the program "Study Island," additional crisis management training, specific focus on students (especially those that classify as English as a second language or with an IEP), modifications, teaching methods, and specific curricular strategies for implementing major/state assessments in Language Arts and Math.

6. How does the school identify educationally at-risk students in a timely manner?

Initial at-risk students were identified at the start of the school year based on referral forms from previous schools, classified IEPs (or additional academic classifications), parent/teacher recommendations, and previous formal assessments. All additional students are also monitored in terms of academic and behavioral activity throughout the school year. Careful monitoring is used to watch for any at-risk signs that should develop, or not develop, for students in a new school environment and as they progress through the rigorous curriculum. The use of RTI, STAR testing, and localized subject testing help determine the academic nature of an at-risk student; Behavioral tracking through student management reports and grade level meetings help play a supporting role in determining additional struggles that may come to play in classifying an at-risk student.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

7. How does the school provide effective interventions to educationally at-risk students?

Student progress is followed continuously and extra support is provided when needed. In contrast, a summative use of assessment results is done by staff when they come to a final decision about a student's grade, score, or promotion to another level of learning. Concepts that are not learned are re-taught and re-tested, especially the essential concepts. The RTI/Child Study Team will evaluate students that continue to struggle after the concept has been taught in multiple fashions and with personalized accommodations.

8. How does the school address the needs of migrant students?

The Academy provides all the state and federally mandated services to English Language Learners. The school serves students with Limited English Proficiency by offering structured English language learning opportunities. Students are reviewed annually for continuation of services using data from both local and state assessments.

9. How does the school address the needs of homeless students?

The school provides free and appropriate public education to any "homeless child or youth" within the school's jurisdiction, and subject to the enrollment policy. A homeless child or youth is enrolled even if the child lacks records normally required for enrollment (i.e. previous academic records, medical records, proof of residency). The homeless liaison coordinates services and support in collaboration with the RTI/Child Study Team.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

A formative use of test results is done by teachers in order to improve student learning processes and outcomes. Students who do not demonstrate mastery receive additional assistance to address the particular learning gaps. Concepts that are not learned are re-taught and re-tested, especially the essential concepts. Teachers gain support, advice, and additional methods necessary for improving instruction during their weekly grade-level meetings with the Academic Quality Controller.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

Our SABIS® education philosophy and methods is based on the belief that all students can achieve high levels of academic progress if they

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

have the desire to learn and learning gaps that invariably develop in the process of education are filled as they form. Our students will best transition across grade levels with help from a curriculum, staff, and philosophy that will grant them a sense of belonging, a value for learning, and a chance to develop strong study habits, meet grade-level academic standards, and continue to grow in confidence and character. Our students will care about themselves, their peers, and humanity. Our students will be molded into young men and women with the knowledge, skills, and social judgment they will need to face the challenges of the future.

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

The data was initially analyzed and reviewed by the staff, and discussed in professional development meetings. After discussion and gathered data based on teacher field notes, observations, assessments, and parent-teacher conferences, the Schoolwide Planning Committee organized the formalized testing assessments and overall school-wide calculations that included, but was not limited to: behavioral incidents, student absences, parent involvement, and additional conclusions drawn from the school atmosphere and environment. Once a general overview of data was organized and specified, the committee discussed the specific problems and root causes in order to identify the appropriate strategies/ interventions.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Teachers need instructional support: Paraprofessionals will provide push-in support in ELA, math, science, social studies	Student reading proficiency is below grade level
Describe the priority problem using at least two data sources	Our teacher-to student- ratio is on 1:30, 28% of the school is not passing Language Arts and 18% of the school is not passing Mathematics	28% of the school is not passing Language Arts
Describe the root causes of the problem	The high number of behavioral incident reports, large student-teacher ratio, poverty and previous educational experience of students	Lack of basic phonics skills/foundation, little to know beginning sound to letter correlation instruction, lack of materials/supplies/instruction time for implementing the basics of the English Language.
Subgroups or populations addressed	Below level learners, Students classified as special education and English Language Learners	Below level learners, Students classified as special education and English Language Learners
Related content area missed	English language arts and literacy, mathematics, social studies and science.	English language arts and literacy, mathematics, social studies and science.
Name of scientifically research based intervention to address priority problems	RTI/ MTSS; Tutoring; Weekly Grade Level Meetings	Accelerated Reader, Read Naturally
How does the intervention align with the Common Core State Standards?	All programs are aligned to the CCSS as defined by New Jersey.	All programs are aligned to the CCSS as defined by New Jersey.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Students need PARCC test preparation and support	
Describe the priority problem using at least two data sources	Students are below grade level on fall and winter STAR Reading assessments; a significant group of students are demonstrating proficiency on term 1 end of term assessments.	
Describe the root causes of the problem	Students entered IAT significantly below grade level. In addition, PARCC testing was conducted for the first time during the 14-15 school year statewide.	
Subgroups or populations addressed	3 rd grade only	
Related content area missed	English language arts and mathematics	
Name of scientifically research based intervention to address priority problems	Read Naturally, RTI/child study	
How does the intervention align with the Common Core State Standards?	All programs are aligned to the CCSS as defined by New Jersey.	

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . “

2014-2015 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
HQ Title I Teachers/ Paraprofessionals	ELA	Non-proficient K-3 students	Academic Quality Controller	Local AMS, Local Periodic Exams, STAR Reading Test	RT I –Clearing House 2009 Response to Intervention
HQ Title I Teachers/ Paraprofessionals	Mathematics	Non-proficient K-3 students	Academic Quality Controller	Local AMS	RT I –Clearing House 2009 Response to Intervention
Accelerated Reader	ELA	K-3 Students	Academic Quality Controller	STAR Reading	Two studies of Accelerated Reader meet the What Works Clearinghouse (WWC) evidence standards. One of the studies evaluated 572 students from grades K to 3 attending 11 schools in a southern school district in the United States. The second study included 32 students in grade 3 attending one school in the Pacific Northwest. 2008 intervention report.
		Homeless Migrant	Social Worker		
		ELLs			
		Students with Disabilities		Performance based on student growth objectives per IEP	

*Use an asterisk to denote new programs.

2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

SCHOOLWIDE COMPONENT: Reform Strategies

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Summer School	ELA	Non-proficient K-3 students	Academic Quality Controller	Local AMS, Local Periodic Exams, STAR Reading Test	What Works Clearing House FEB 2013 Zvoch, K., & Stevens, J. J. (2012). Summer school effects in a randomized field trial. Early Childhood Research Quarterly, 28(1), 24–32. Retrieved from http://dx.doi.org/10.1016/j.ecresq.2012.05.002
Summer School	Mathematics	Non-proficient K-3 students	Academic Quality Controller	Local AMS, Local Periodic Exams	What Works Clearing House FEB 2013 Zvoch, K., & Stevens, J. J. (2012). Summer school effects in a randomized field trial. Early Childhood Research Quarterly, 28(1), 24–32. Retrieved from http://dx.doi.org/10.1016/j.ecresq.2012.05.002
		Homeless Migrant			
		ELLs	ELL Teacher		
		Students with Disabilities	Social Worker		

*Use an asterisk to denote new programs.

2014-2015 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
	ELA				
	Mathematics				

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) *In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

SCHOOLWIDE COMPONENT: Reform Strategies

Evaluation of Schoolwide Program

(For schools approved to operate a schoolwide program beginning in the 2014-2015 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally?

The school's stakeholder committee will be responsible for reviewing and evaluating the school wide program internally.

2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Our school will use the "Education for the Future" Staff survey in addition to the specific "Education for the Future" Teacher specific survey.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

Our school will use the "Education for the Future" parent survey.

6. How will the school structure interventions?

The stakeholders committee will review, evaluate, and determine the necessary interventions. Interventions will be structured to best fit the needs of the students and will be brought forth initially through professional development practice and implementation for the staff. Such interventions will be tracked, monitored, and evaluated by the entire staff and again separately by the stakeholders committee.

SCHOOLWIDE COMPONENT: Reform Strategies

7. How frequently will students receive instructional interventions?

Non-proficient students will receive push-in/ pull-out support on a daily basis. Additional support will be provided during summer school for students who are do not meet promotion requirements based on final end of year grades.

8. What resources/ technologies will the school use to support the schoolwide program?

Academic Monitoring System, CDC forms, State-Testing, Online Accelerated Reader/STAR testing, Read Naturally, and State level assessments/tools.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

On a weekly progress students will be evaluated through AMS and grade-level assessments, which will help teachers and parents work together to continuously track student progress. On a monthly basis, parent-teacher conferences, review of student records, state-testing, progress tracking, and change in grades will help determine the immediate need for instructional interventions.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The results will be shared during the Title I annual meeting.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
	ELA	All K-3 Students	Title I Coordinator		
	Mathematics	All K-3 Students	Title I Coordinator		
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2014-2015 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Parent Involvement activities will align with the priority problems identified during the CNA process.

2. How will the school engage parents in the development of the written parent involvement policy?

The Title I Coordinator will form a Title I parent advisory committee. Meetings will be scheduled at least once per semester in the morning and after school to allow parents an opportunity to review the policy and to provide feedback.

3. How will the school distribute its written parent involvement policy?

The parent involvement policy will be published on the school website. Hard copies will be available in the main office.

4. How will the school engage parents in the development of the school-parent compact?

The Title I Coordinator will form a Title I parent advisory committee. Meetings will be scheduled at least once per semester in the morning and after school to allow parents an opportunity to review the school-parent compact and to provide feedback.

5. How will the school ensure that parents receive and review the school-parent compact?

The school-parent compact will be published on the school website. Hard copies will be available in the main office. Also, the compact will be distributed once per year during parent-teacher conferences.

6. How will the school report its student achievement data to families and the community?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

All parents will receive ongoing feedback on the local academic achievement of students through the following reports: interim progress reports, end of semester report cards, and end of year final report cards. Parents may sign up for an online account to access grades, attendance, and other student data on demand. Individual results of state administered assessments will be distributed to parents.

- 7.** How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

A notification letter will be distributed to all parents and the school's achievement status will be published on the school website.

- 8.** How will the school inform families and the community of the school's disaggregated assessment results?

Families will be informed during the annual Title I meeting and local assessment data is available if parents sign up for the Web parent online tool.

- 9.** How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Parents will be invited to participate in the schoolwide planning team.

- 10.** How will the school inform families about the academic achievement of their child/children?

The school will have parent teacher conferences for teachers to review interim and end of term report cards. Parents may sign up for the online Web parent tool to access grades on demand.

- 11.** On what specific strategies will the school use its 2014-2015 parent involvement funds?

Title I parental involvement strategies are under development given that IAT is a first year school.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	18	Provide high quality professional development, career growth opportunities, competitive salaries, ongoing classroom observations and meaningful two-way feedback, data-driven approach to teaching and learning.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	9	Offer a competitive salary, additional employment opportunities, and opportunities for ongoing professional development.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0	
	0%	

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
International Academy of Trenton will attract and retain highly qualified teachers by 1) Ensuring that all teachers receive high quality, ongoing professional development and classroom observations; 2) Providing opportunities for career growth within the organization; 3) offering competitive salaries; 4) Utilizing a data-driven approach to teaching and learning.	School Director, Academic Quality Controller